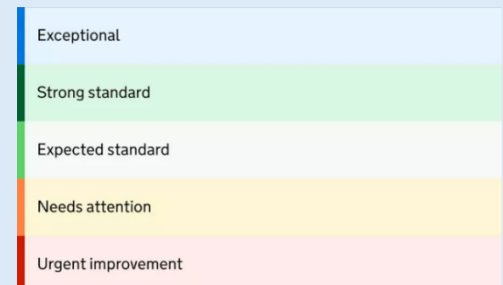
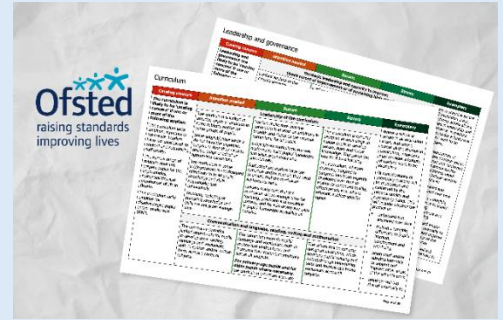


A Quick Guide to the Revised OFSTED Framework

Headline changes:

- The single *School Inspection Handbook* is being replaced by purpose-built **inspection toolkits, operating guides** and separate information pages for each remit (state-funded schools, early years, FE, etc.)
- All inspection are full graded inspections and will be carried out approximately every 4 years. The exception to this is schools who are subject to monitoring visits for schools with areas that are judged as 'urgent improvement', 'needs attention' or 'not met' for safeguarding.
- Ofsted is moving away from one-word overall grades, instead following inspections, OFSTED will publish a **report card** with a 5-point grading scale across multiple evaluation areas plus short narrative rationales and contextual data.
- A new state-funded [school inspection toolkit](#) defines the areas inspectors will evaluate and the evidence they will gather; it is explicitly designed to be used by inspectors and by leaders for self-evaluation and improvement against the 5 point scale (Exceptional – Urgent improvement). Safeguarding will be judged as 'met' or not 'met'.
- The [operating guide](#) explains step-by-step how the inspection team will carry out routine inspections. School leaders should refer to this to understand how inspectors prepare; what information you will be required to discuss during the initial phone call and what to expect from inspectors when they are on site.
- Overall judgements against the areas of evaluation are no longer best fit – in order to be graded as 'expected standard' or above you must meet every criteria on the list.
- The 'expected standard' in the evaluation areas of the toolkit is the starting point for planning inspection activities and conversations with school staff.
- The OFSTED report following inspection has been replaced by a [report card](#) covering each of the evaluation areas of safeguarding, inclusion, curriculum and teaching, achievement, attendance and behaviour, personal development and wellbeing, leadership and governance, early years and post-16 provision (if applicable). The report card will also include contextual information about your school: profile of pupils; performance data as well as attendance data. The report card will be published usually within 18 working days from the end of the inspection.
- You can now nominate a senior member of staff to support planning, communication and engagement through inspection. At LSP the nominee should be your SIP/ Director of Secondary or Primary.
- The planning call now covers 3 separate areas these are introduction and practicalities; understanding your school's context and priorities for improvement and planning the timetable for the first day of inspection. During the planning call school leaders are required to self-assess against each of the evaluation areas discussing strengths using the 5 -point scale and inform the lead inspector during the initial call of the self-assessed grades.
- Ongoing reflection meetings have replaced keeping in touch meetings. These meetings bring together the inspection team, leaders and the nominee reflect on the emerging evidence discussing what the school is doing well; where the evidence validates what leaders have already said and highlighting where further evidence may need to be gathered to gain a view of what is typically happening in school.
- The role of the lead inspector has changed. This will always be a current or recently stepped down HMI. They will now focus more on engaging with senior leaders, overseeing the inspection team and coordinating evidence-gathering rather than simply driving classroom observations.
- Inspectors will now leave the school site by 5pm.



Changes to inspection:

- **A renewed framework, not a new framework:** The Inspection toolkits and operating guide are a new iteration of what has come before as the toolkit is based on evidence and research. Specifically, this means that although there are no longer deep dives into single subjects leaders need to ensure that high quality planned curriculums are in place for each individual subject; leaders ensure that the planned curriculum is the taught curriculum and it is learnt by pupils.

Furthermore leaders should seek assurance that these are delivered effectively to meet the needs of pupils from their starting points leading to the intended outcomes. Likewise, although there is no specific early reading deep dive the work we do continues and the impact is considered through the inclusion, curriculum and teaching as well as achievement areas. **This is what we mean when we say that the 'expected standard' is the starting point for inspection.**

- **Celebrate, validate, highlight:** Throughout the inspection, inspectors will use the toolkit to gather evidence to celebrate the school's strengths; validate leaders' priorities and progress and highlight where improvement is needed.
- **Achieve, belong, thrive:** Using the toolkit, inspectors will consider the extent to which pupils achieve (academically and personally); belong (feel that they belong to and are valued as part of the school community, so that they attend, behave and contribute positively to what the school offers) and thrive (benefit from the right systems, processes and levels of oversight, so that they are kept safe and are able to flourish, whatever their background or individual needs). These headings link to the areas of evaluation detailed in the inspection toolkit.
- **An increased focus on inclusion:** The new framework has an increased focus on inclusion, including a new evaluation area. This area focuses on evaluating whether your school is identifying and offering high-quality support for all pupils, but especially pupils: who are disadvantaged; with SEND; who are known to children's social care; who may face other barriers to their learning and/or wellbeing, such as pupils who share a protected characteristic or pupils who are young carers. **Inclusion is also a key theme across other evaluation areas, and will impact your grade in each area.**
- **An increased focus on leadership:** Strong leadership and effective governance are foundational to the success of everything else in a school (curriculum, teaching, inclusion, behaviour, outcomes). If leadership is weak, other improvements often don't stick.
- **Learning walks instead of deep dives:** Inspectors will no longer carry out deep dives of specific curriculum areas instead they will carry out inspection activities through learning walks where they will see teaching happening; talk to pupil about their learning; look at work in books including for pupils who are chosen for case sampling due to specific needs or barriers to learning. They are also an opportunity to gather information about behaviour, personal development and well-being. Each learning walk has an agreed focus on one of the following areas: inclusion (typically with a leader such as the SENDCO and/or inclusion leader; curriculum, teaching and achievement or leadership. In schools with early years and primary-age pupils, learning walks in early years and key stage 1 classes focus initially on how well the strong foundations are secured. These walks should usually include a senior leader or relevant leader, such as a leader with responsibility for reading. In secondary age/specialist provision schools, the curriculum, teaching and achievement learning walks focus on these 3 aspects across an agreed group of subjects.



- **Case sampling:** Approximately 6 pupils will be selected for case sampling. This is an initial sample and may be widened through the inspection. Selected pupils are a representative sample, always including (where relevant): a child with an education, health and care (EHC) plan and, where possible, a disabled child; a looked-after child; a child known, or previously known, to social care; a child who receives pupils premium funding; a child from any other group that leaders have identified as significant to the context in which they work. During learning walks, inspectors will visit pupils in class or group times, review their work and speak with them where possible. They will also carry out any additional activities that help them to understand these pupils' experiences, the support they receive and the progress they are making from their starting points. This may include speaking with members of staff who know the pupils well, considering any relevant documentation and the work that takes place with multi-agency partners.

Other important points to note:

- **IDSR:** Inspectors will have reviewed your IDSR before inspecting and will have begun to draw conclusions about the impact of the work which is taking place in school to provide a high quality education for pupils – this will link to many areas of the handbook but especially those linked to quality of education and leadership.
- **Alternative provision:** The secure judgement contains the wording '*Alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.*' The operating guidance contains detailed information about how OFSTED will be evaluating whether this statement is met. It is really important that you read this and know what you will be judged against for both Safeguarding and the quality of education pupils accessing alternative provision receive.
- **Curriculum and teaching:** There is a huge focus on evaluating how effectively pupils are enabled to secure 'strong foundations' to access the curriculum in this area now following the publication of the Strong Foundations report last year. This is about securing fundamental knowledge and skills related to reading, writing and maths.
- **Attendance:** Securing high rates of attendance is a really important driver for securing higher rates of achievement for pupils who are not achieving national standards. Inspectors will be looking in depth at how you work to improve attendance and what impact you can demonstrate.